

Geography 8109: Graduate Student Professionalization

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Rationale

This required graduate course provides an introduction to professional development within a learning community complementary to the rest of the Geography graduate curriculum.

Course goals

This class will orient students to the department, to the academic discipline of geography, and to the expectations of the Geography graduate program. Students will learn strategies to seek professionalization opportunities on an ongoing basis.

Course objectives

By the end of the semester, students will:

- Get to know the department, the university and key policies that affect them;
- Have explored a variety of components of academic success (e.g., publishing, external funding, peer networks, tenure) and success in teaching (e.g., course design and course feedback);
- Have had some exposure to the range of professional environments within which geographers work; and
- Learn how to document their academic accomplishments in a format most suitable for their goals.

Course evaluation

Successful completion of this course yields three (3) graduate pass/fail credits (S or U).

There are four components to course evaluation:

- Class attendance and attendance of all departmental colloquia;
- Written contributions to the class wiki page;
- Facilitation and participation in class discussion; and
- Turning in a portfolio that is compliant with the format required for Spring Review.

Disability Services: Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

Readings

Readings will come primarily from the following books:

Solem, M., & Foote, K. (Eds.). (2009). *Teaching College Geography: A Practical Guide for Graduate Students and Early Career Faculty*. Upper Saddle River, NJ: Pearson.

Solem, M., Foote, K., & Monk, J. (Eds.). (2009). *Aspiring Academics: A Resource Book for Graduate Students and Early Career Faculty*. Upper Saddle River, NJ: Pearson.

These are available for loan (return at the end of the semester!).

Additional readings are to be found on the Carmenwiki page (see dates on schedule).

Carmenwiki contributions

Students will be assigned to three groups. Each week by Wednesday at 5 pm, each member of one group will post a 200-300 word response to the readings on the corresponding Carmenwiki page. In these posts students may: write about an aspect of the day's reading that you don't understand, or something that jars you; formulate an insightful question or two about the reading and then attempt to answer your own questions; or respond to another student's post, building upon it, disagreeing with it, or re-thinking it.

Four in-class activities

Students will have four homework assignments in preparation for in-class discussion.

1. **Bring in an exemplary CV** from someone outside of OSU. Each student should locate a CV from an academic they admire, and read/analyze carefully before class. **September 26.**
2. **Interview a faculty member.** Before class, each student should meet with one faculty member (not advisor or committee members). I will pass around an interview protocol beforehand including such topics as sustaining a research program, finding inspiration for research and teaching, work-life balance, etc. **October 31.**
3. **Draft teaching philosophy.** In class we will discuss strategies for developing a teaching philosophy. Students will prepare a draft philosophy for in-class discussion. **November 14.**
4. **Presentations.** Each student will make a 5-minute presentation to the class that will be videotaped. This presentation can be on any subject. Students will get to watch the video of their presentation. **November 21.**

Colloquium

Colloquium attendance is required. For the up-to-date schedule, see:

<http://geography.osu.edu/news-and-events/colloquium-series>

Recommended optional readings

These books cover a wide variety of topics: general strategies for success, negotiating, developing and communicating ideas, teaching strategies, academic writing and publishing, time management, work-life balance, understanding the academy, etc.

College Teaching

Bain, K. (2004). *What the Best College Teachers Do*. Cambridge, MA: Harvard.

Gross Davis, B. (2009). *Tools for Teaching, 2nd ed.*: Jossey-Bass.

McKeachie, W., & Svinicki, M. (2013). *McKeachie's Teaching Tips, 14 ed.*: Cengage.

Writing, Writing, Writing!

Belcher, W. L. (2009). *Writing Your Journal Article in Twelve Weeks: A Guide to Academic Publishing Success*: Sage.

Boice, R. (2000). *Advice for New Faculty Members*: Pearson.

Bolker, J. (1998). *Writing Your Dissertation in Fifteen Minutes a Day: A Guide to Starting, Revising, and Finishing Your Doctoral Thesis*: Owl Books.

Silvia, P. J. (2007). *How to Write a Lot: A Practical Guide to Productive Academic Writing*: American Psychological Association.

Work-Life Balance

Connelly, R., & Ghodsee, K. (2011). *Professor Mommy: Finding Work-Family Balance in Academia*: Rowan & Littlefield.

Covey, S. R. (2004). *The 7 Habits of Highly Effective People: Powerful Lessons in Personal Change*. London, UK: Simon & Schuster.

Diamond, S. (2010). *Getting More: How You Can Negotiate to Succeed in Work and Life*: Crown Business / Random House.

Ideas and Inspiration

Heath, C., & Heath, D. (2007). *Made to Stick: Why Some Ideas Survive and Others Die*: Random House.

Wilson, E. O. (2013). *Letters to a Young Scientist*: Liveright.

Understanding the Academy and Your Place In It

Kennedy, D. (1997). *Academic Duty*: Harvard.

Toth, E. (2008). *Ms. Mentor's New and Ever More Impeccable Advice for Women and Men in Academia*: University of Pennsylvania.

Course schedule (subject to change)

| Week | Date | Topic | Discussion Group | Reading AA | Teaching | Other | Due | Faculty visits |
|------|---------------|--------------------------------|------------------|------------|----------|--|--------------------------|-------------------------------|
| 1 | 29-Aug | Introduction to the course | | | | | | |
| 2 | 5-Sep | Graduate Handbook | A | | | An academic with impostor syndrome | | |
| 3 | 12-Sep | Success in graduate school | B | 1 | | Women in Academia: It's Not Just About Numbers | | Malecki |
| 4 | 19-Sep | Mentoring relationships | C | 3,8,9 | | Evidence of racial, gender biases in mentoring | | Franklin, Hurley |
| 5 | 26-Sep | Work-life balance | A | 4 | | Being Married Helps Professors Get Ahead, but Only If They're Male | Exemplary CV | |
| 6 | 3-Oct | Sustaining a research program | B | 5 | | Self sabotage | | Mansfield, Coleman |
| 7 | 10-Oct | Publish or perish? | C | 13 | | The 7 year postdoc | | McSweeney, Wainwright, Madsen |
| 8 | 17-Oct | External funding | A | 11 | | Be friends with failure | | Sui |
| 9 | 24-Oct | No class | | | | | | |
| 10 | 31-Oct | Ethics in research | B | 9,12 | | The truth behind that job advertisement | Faculty member | Ahlqvist, Mosley-Thompson |
| 11 | 7-Nov | Designing an effective course | C | 6,7 | | Confuse Students to Help Them Learn | | |
| 12 | 14-Nov | Improving teaching skills | A | 8 | 8 | 4 steps to a memorable teaching philosophy | Draft teaching statement | O'Kelly, Lin |
| 13 | 21-Nov | Versatile PhD, career planning | B | 2 | | The emergent academic proletariat | Presentations | |
| 14 | 28-Nov | No class | | | | | | |
| 15 | 5-Dec | Lifelong learning | C | | 12 | Learners should be developing their own essential questions | | TBD |
| | 12-Dec | Final portfolio due | | | | | | |